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PM 654 Counseling Relations: Process and Skills

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Palmer, Stuart L., "PM 654 Counseling Relations: Process and Skills" (2001). *Syllabi*. Book 1005.
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PM 654 COUNSELING RELATIONS: PROCESS AND SKILLS

Stuart L. Palmer, Psy.D., instructor

Spring 2001

Wednesday 1:00-3:45pm

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INTRODUCTION

This is the basic counseling course designed to provide students with a conceptual model and the communications tools necessary to facilitate the helping relationship. The course places a great deal of emphasis on therapeutic communication skills (e.g., empathy, confrontation, probing) within a procedural framework for bringing about movement in the counseling relationship. The focus is on helping students gain a conceptual, observational and behavioral understanding of the varied skills. Thus, actual hands-on experience from all participants is expected.

GOALS

This course is designed to achieve the following student goals:

1. To acquaint students with the interpersonal skills which facilitate the counseling relationship.
2. To provide students with opportunities to practice and develop these skills in class and in outside assignments.
3. To acquaint students with the process of therapy and the skills that are necessary to each stage of the process.

REQUIRED READINGS

Egan, G. (1997). The Skilled Helper, 6th ed., Monterey, CA: Brooks/Cole Publishing Co.

Hammond, D., Hepworth, D & Smith, V. (1977). Improving Therapeutic Communication. San Francisco, CA.: Jossey-Bass Publishers.

REQUIREMENTS

1. Active participation in class sessions.

2. Punctual class attendance is required since this is laboratory learning experience. Students should only be absent in emergencies. The latter include illness, family death or similar unavoidable situations.
3. Each student will be expected to participate in a triad to facilitate practicing of the skills learned in class. These groups will be expected to meet for a minimum of 10 hours during the semester. These hours are best spent on a weekly basis for at least 1 hour. This time is intended for the practice of the counseling skills. In such meetings two persons can serve as a counselor and counselee and the third person as the observer. An outline for each of the 10 sessions will be given at the beginning of the class. The practice sessions will be drawn from various exercises within the Hammond, Hepworth & Smith text.
4. Each student will be responsible for 3 sessions with another student. The first and second session will be conducted live in class with a follow-up feedback session. In-class sessions will be 20 minutes with 5-10 minutes of feedback. Meetings times for the other session should be arranged by the student. ***Counselees do not have to use real issues. You may choose to act out a fictional situation or one with which you are familiar. The choice of issues is fully up to your discretion.***
5. Each counselor will be expected to make and critique a typescript for two sessions. Each typescript should follow the guidelines noted below:
 - Identify place and time of the session.
 - Provide a brief overview of the issue(s) leading up to the session.
 - Select 3 two-minute excerpts from the session. Choose excerpts where there is interaction between counselor and counselee. **(Use alternate names for the counselee).**
 - Accurately label all counselor responses and if appropriate give a scale level rating
 - For each excerpt, critique your performance. What were your goals? Were you successful? How did your response facilitate the progress of the session? What did you like about what you did? What would you do differently?
 - Provide concluding remarks about your performance as counselor. What are areas for growth etc.
 - Transcripts should be a maximum of 6 pages.

Transcripts will be graded strictly along these criteria.

Alternative to one of the typescripts: *In place of one typescript, students may choose to do a counseling session observed and critiqued by a minimum of five other class members. Each observer will provide a one-page critique of the session. **The Counselor will also be expected to provide a one-page critique.** It is the responsibility of the designated counselor to arrange for the time and for the minimum of five observers.*

NOTE: Because of the nature of this exercise, sessions will need to be taped. Rules regarding confidentiality apply. (All class work should follow rules of confidentiality). Tapes should be erased as soon as they are used. The first transcript or alternative project is due on April 25th . The second transcript is due on May 9th.

6. Students will be expected to meet with Dr. Palmer for a period of approximately 30 minutes toward the end of the semester to review their work in the class.
7. Students will be expected to work along in the Hammond, Hepworth & Smith text to facilitate development of counseling skills. The Hammond, Hepworth & Smith text will be the resource for using triad time.
8. Each counselee will provide a 1-2 page reflection on their experience as clients.

EVALUATION

Course grade will be determined in the following manner:

1. Quality of participation in exercises in the class setting - 10%
2. A mid-term on the course content - 40% of grade
3. Transcript 1 or alternative - 20%
4. Transcript 2 or alternative - 20%
5. Triad work - 10%. Triad members will provide an evaluation of each other for the semester. Group member(s) with less than 10 hours of participation will be graded lower. You will be asked to grade your triad colleagues on a scale of 1-10. 1 being very poor cooperation, participation and skill development and a 10 being excellent cooperation, participation and skill development.

GRADE RANGES

| | | | |
|----|-----|----|----------|
| A | 95+ | C | 75 |
| A- | 92 | C- | 72 |
| B+ | 89 | D+ | 69 |
| B | 85 | D | 65 |
| B- | 82 | D- | 62 |
| C+ | 79 | F | below 62 |

COURSE SCHEDULE

- **Week 1 – (February 7)**

Organization of class and triads

Introductions and General Thoughts about the Counseling Relationship

The Stages in the Helping Process—Egan

The Major Phases in the Therapeutic Process—Hammond, Hepworth & Smith

Egan- chapters 1-2

Hammond, Hepworth & Smith- chapter 2

- **Week 2 - (February 14)**

Facilitative Conditions in Counseling and Psychotherapy: Empathy, Respect, Genuineness, Empowerment and Confrontation

Barriers to Effective Therapeutic Communication

Developing Perceptiveness to Feelings

Egan – chapter 3

Hammond, Hepworth & Smith- chapters 1, 3-4

- **Week 3 – (February 21)**

Levels of Empathic Responding

Communicating Reciprocal Empathic Understanding through Basic Attending and Observational Skills—S-O-L-E-R, Encouraging, Paraphrasing, Summarizing, Feeling Reflection, Probing, etc.

Egan chapters 4 – 6

Hammond, Hepworth & Smith- chapter 5

- **Week 4 – (February 28)**

Communicating Empathic Understanding of Meaning Through Additive Responses
Advanced Empathy

Egan chapters 7, 10 (pages 169-177)

Hammond, Hepworth & Smith- chapter 6

- **Week 5 – (March 7)**

Conducting an Initial Session

Observation of an Initial Session

Reluctance and Resistance in Initial Session and Throughout Counseling Relationship

Egan chapter(s), 8

Hammond, Hepworth & Smith- chapter 9 (pages 241-248)

In-class counseling Sessions

- **Week 6 – (March 14)**

Relating to Clients with Respect and Genuineness

Hammond, Hepworth & Smith- chapters 7-8

In-class counseling Sessions

- **Week 7 – (March 21)**

MID-TERM EXAM

- **Week 8 – (March 28)**

Relational Immediacy

Egan – chapter 10 (pages 180-185)

Hammond, Hepworth & Smith- chapter 9 (pages 228-241, 248-267)

In-class counseling Sessions

- **Week 9 – (April 4)**

Challenging/Confronting Clients

Egan- chapters 9-11

Hammond, Hepworth & Smith- chapter 10

In-class counseling Sessions

- **Week 10 – (April 11)**

SPRING READING WEEK

- **Week 11 – (April 18)**

Leverage and Decision-Making

Egan – chapter 12

In-class counseling Sessions

- **Week 12 – (April 25)**

Goal-setting and Facilitation of Change

Egan – chapters 13-15

In-class counseling Sessions

- **Week 13 – (May 2)**

Best-Fit Strategies, Planning, Implementation and Termination

Egan - chapters 16-18

In-class counseling Sessions

- **Week 14 – (May 9)**

Review Stages of Helping Process

Review Crucial Communication Skills for Effective Counseling

Review Egan - chapter 2
Hammond, Hepworth & Smith – chapter 11

In-class counseling Sessions

- **Week 15 – (Tuesday May 15, 2001 at 1-3pm)**

Exam Week – No Final Exam in this class.

Possible In-class counseling Sessions